REVISED: March 22, 2005
__2004-2005 No Child Left Behind - Blue Ribbon Schools Program__
U.S. Department of Education

Cover Sheet

Type of School: <u>X</u> Elementary __ Middle __ High __ K-12

Name of Principal: <u>Mr. Gerald Teramae</u>
   (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: <u>Ali'iolani Elementary School</u>
   (As it should appear in the official records)

School Mailing Address: 1240 7th Avenue
   (If address is P.O. Box, also include street address)

Honolulu	Hawaii	96816-4132
City	State	Zip Code+4 (9 digits total)

County: __Honolulu_____School Code Number*: <u>102</u>

Telephone <u>(808) –733-4750</u>   Fax <u>(808) – 733-4758</u>

Website/URL_____power2.k12.hi.us/index.cfm?siteID=20_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent*: Mrs. Patricia Hamamoto
   (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Hawaii State DOE____Tel. (808) – 586-3310____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
 (Superintendent's Signature)

Name of School Board: <u>Mr. Breene Harimoto</u>
President/Chairperson _____
   (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.
                                                      Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 174   Elementary schools
  38   Middle schools
N/A Junior high schools
  45 High schools
  26 Other

   283 TOTAL

2. District Per Pupil Expenditure: $9,043

   Average State Per Pupil Expenditure: $9,043

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X]   Urban or large central city
   [ ]   Suburban school with characteristics typical of an urban area
   [ ]   Suburban
   [ ]   Small city or town in a rural area
   [ ]   Rural

4. 2 years Number of years the principal has been in her/his position at this school.

   17 years If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, SY2003-04 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	23	11	**34**		**8**			
1	26	22	**48**		**9**			
2	26	19	**45**		**10**			
3	24	28	**52**		**11**			
4	15	23	**38**		**12**			
5	23	32	**55**		**Other**			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								272

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   5% White
    the students in the school: 1% Black or African American
                                                     1% Hispanic or Latino
                                                     92% Asian/Pacific Islander
                                                     1% American Indian/Alaskan Native
                                                     100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: _____16%

    (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	29
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1, SY 2002-03	280
(5)	Subtotal in row (3) divided by total in row (4)	.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: ____13%
                                                    ____37   Total Number Limited English
    Proficient
    Number of languages represented: _9

    Specify languages: Cantonese, Japanese, Korean, Mandarin, Vietnamese, Taiwanese, Tagalog, Micronesian, and Spanish_____

9. Students eligible for free/reduced-priced meals: 51%

         Total number students who qualify: 141_____

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
                                                       ___ 27 Total Number of Students Served

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2	Autism	_1	Orthopedic Impairment
0	Deafness	6	Other Health Impaired
0	Deaf-Blindness	_8_	Specific Learning Disability
3	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	_0	Traumatic Brain Injury
1	Mental Retardation	_0	Visual Impairment Including Blindness
6	Multiple Disabilities		

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	____1___	_____
Classroom teachers	___13__	_____
Special resource teachers/specialists	____2_	_____ 1___
Paraprofessionals	3	2 ____
Support staff	____3_	_____1__
Total number	___22__	_____4_

12. Average school student-"classroom teacher" ratio: 21:1 Grades K-2
                                                         25:1 Grades 3-5

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	14% 3 retired	0%	.04% 1 retired	0%	0%

PART III - SUMMARY

Ali'iolani Elementary School's Vision – "At Ali'iolani Elementary School all students will become lifelong learners and responsible, caring and productive members of society."

Ali'iolani Elementary School's Mission – " Ali'iolani Elementary School students, parents, teachers, and staff will work together to provide everyone the opportunity to develop physically, socially and intellectually."

Ali'iolani Elementary School is a well-known landmark in the Kaimuki Community and known throughout the community as a "good school." This honored reputation is not earned by chance but through the diligence of our competent school community who model effective leadership and effective teaching. The school is like other schools in the State Department of Education, who, together with their communities and school role groups, work day after day to provide quality education for all children. Ali'iolani Elementary School does all of this and more. Ali'iolani Elementary School is unique in the way everyone comes together to support and promote student learning which is continuing to result in students demonstrating high student achievement. About 39.5 percent of Ali'iolani students meet state standards in math testing which is an increase from 25.5 percent from the previous year. Reading proficiency is strong with 73 percent of students meeting state standards.

Realizing that our students are demonstrating high student achievement, we are aware that we need to continue this effort. We studied the current educational research on teaching and learning and incorporated the research into our school improvement planning which is transforming us into a learning community where expectations are set, not only for students but for all role groups including the Principal. These expectations are the means by which we increase our effectiveness to meet the challenge of our school vision and mission, and increase our effectiveness to provide quality teaching and learning opportunities for our students. Our planning, collaboration, formal and informal discussions and meetings, have resulted in decisions (1) To adopt new academic programs (computer based reading and math programs, hands-on critical-thinking, research-based science program called Aries Science Program, Positive Behavioral Support, Write Way Journal Prompts, schoolwide testing). (2) To increase teacher effectiveness through professional development activities (Understanding By Design, Standards: Backward Mapping Process; Standards: Assessment). (3) To upgrade changes in school facilities (computer lab, electrical and telecommunication upgrades).

The Hawaii Content and Performance Standards are the center of our school's improvement effort and the core for student instruction and achievement. To this, the school is aligning our school curriculum to the Hawaii Content and Performance Standards and the Hawaii State Department of Education Standards-based Report Card. Monthly articulation days have become a vital component for teachers to articulate standards-based educational issues and improve their effective standard-based practices. Parents are partners in this process and are supported by quarterly training sessions that focus on student learning and achievement. Teachers who want parents to help their children with their learning in the home conduct these training sessions.

The state's General Learner Outcomes call for students who have the ability to: be responsible for their own learning, be involved in complex thinking and problem solving skills, recognize quality performance and produce quality products, communicate effectively, use a variety of technologies effectively and ethically, and work well with others. Students know what is good work through teacher modeling ("What good is good.") and the emphasis placed on the understanding and application of our statewide General Learner Outcomes. Students are able to receive additional assistance or services through the

responsiveness of the school's organization (Comprehensive Student Support System, after school tutoring and related student programs). We are off to a strong start, our efforts are working, and we are committed to continue to bring everyone together to support even higher student achievement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The Meaning of Our Assessment Results:

The academic performance of students in Ali'iolani Elementary School has been consistently and significantly higher than the annual Adequate Yearly Progress (AYP) objectives set by the Hawaii Department of Education. For each of the past three years (2002, 2003, and 2004), at least 30 percent of the students in Hawaii's public schools were required to demonstrate proficiency in reading and 10 percent of the students were required to demonstrate proficiency in mathematics. School Year 2003-04, was a banner year for Ali'iolani Elementary School because a total of 76% of our third grade students and 72% of our fifth grade students demonstrated proficiency in reading, enabling our school to exceed the targets by 46 percentage points in grade 3 and by 42 percentage points in grade 5. In mathematics, a total of 24% of the third grade students and 39% percent of the fifth grade students demonstrated proficiency, again enabling our school to exceed the state benchmark by 14% in grade 3 and by 29% in grade 5 respectively.

These results indicate that our students are thriving academically. They are meeting a set of challenging content and performance standards by passing an extremely rigorous statewide assessment. Test results also indicate that students are eager to learn, are responsible for their own learning, engage in complex thinking and problem solving, and produce quality products.

A review of student performance over time presents an even more impressive picture, as the table below indicates. Our school tracked a group of 108 students who were tested in grade 3 during the 2002 school year and then were tested in grade 5 in the 2004 school year. **These same students**, showed remarkable improvement in two years. Whereas in 2002, slightly less than one-half (47%) were proficient in reading, a total of three-fourths (74%) of the same students are now proficient. Similar gains were evident in mathematics.

Longitudinal Study of Same Student Population
N=108 students (grade 3-SY2002; grade 5 -SY2004)

Year	Grade	Subject	% Met Standards	% Increase
2002	3	Reading	47	
2004	5	Reading	74	+27
2002	3	Math	24	
2004	5	Math	41	+17

Ali'iolani Elementary School attributes this success to: a schoolwide systematic school improvement process; decisions to adopt and implement educational initiatives that effectively address our students' needs and strengths; quality professional development; and scheduled and focused teacher articulation time. A wide variety of stakeholders are active participants in the school improvement process, bringing a richness of perspective and experience to the school decision making.

Performance Levels in the State Assessment System

Student proficiency as measured in the Hawaii State Assessment System is reported in four levels with two levels (well below proficiency and approaching proficiency) being considered "not proficient" and two levels (meets proficiency and exceeds proficiency) being considered "proficient." The table below describes those four levels.

Level	Student Behavior
Well Below Proficiency	Demonstrated no knowledge or skill or content standards for this grade.
Approaching Proficiency	Demonstrated some knowledge and skill or content standards for this grade. Support needed.
Meets Proficiency	Demonstrated skills and knowledge in the content standards for grade.
Exceeds Proficiency	Demonstrated skills and knowledge that exceeds the content standards for grade.

Use of Assessment Data to Understand Student and School Performance:

The Ali'iolani Elementary School Improvement Process utilizes assessment data as the means to analyze the effectiveness of student and teacher learning as it applies to quality instruction and quality curriculum. The analysis of student as well as other assessment data impacts the decisions that are made for the kinds of educational initiatives the school will pursue. It further impacts the quality of professional development that is planned for the various segments of the school community. Assessment data guide the School Improvement Process and inform all of us of the priorities we must commit ourselves to doing to promote successful student learning.

Communicating Student Performance:

Ali'iolani Elementary School promotes effective communication to our school community, especially in the area of student performance. First and foremost is that we as a faculty are in complete agreement as to what we teach (united in purpose), what we want students to learn, and how we assess that learning. There is structured articulation time during the school day for teachers to meet and discuss student work, teaching and learning, and teaching-learning strategies that work. Articulation creates the unity in our purpose; we build on the strength of others; we learn together, and we come to consensus for what we provide for students. Therefore, our communication is united, consistently, and accurately delivered to the school community. Report cards, parent-teacher conferences, school meetings with parents and students monthly parent-community newsletters are but a few ways that we share our expectations, successes and needs.

Sharing Our Successes with Other Schools:

Consultations, collaboration, and mentoring are some of the services we provide for the district office and other schools in the system to share what we do for student learning. Our goal is to develop teacher leadership among our teachers and to enable them to lead and promote learning communities that cause educational changes that impact student learning.

PART V – CURRICULUM AND INSTRUCTION

The Curriculum and Instruction for Ali'iolani Elementary School is based on the Hawaii Content and Performance Standards (HCPS) and the General Learner Outcomes (GLOs). The HCPS and the GLOs provide the core for what we teach students and expect students to know. Teachers and staff use school, state and teacher-developed assessments to determine the quality of student learning. The assessment data are also analyzed by the appropriate role groups to determine the power of the instructional delivery as well as to develop learning strategies. Further, the data become the foundation for decisions made for school improvement, curriculum design and program adoption.

Language Arts: The language arts program at Ali'iolani Elementary School addresses reading, writing, oral expression and listening. Teaching in the primary grades focuses on phonemic awareness, letter recognition and formation of letters, and reading comprehension skills. In the upper grades teaching focuses on critical thinking skills, reading comprehension, and writing and speaking conventions and skills. Curriculum Mapping assists in aligning the kindergarten to grade 5 curriculums to ensure concepts and skills build on the previous grade level standards and expectations. Language arts concepts and skills are integrated into all other curriculum areas.

Math: The math program at Ali'iolani Elementary School facilitates students' ability to understand, analyze, and solve problems. Assessment data indicate that the children at our school need to be able to comprehend and transfer knowledge of math concepts. The math program helps students build those skills through lessons that present real world application of math concepts. The program offers many manipulatives and tools for student use to promote understanding of the math concepts. Students are asked to compute problems, write about solutions, and discuss mathematical solutions. Math is also integrated into language arts and science skills.

Fine Arts/Physical Education: Through the fine arts and physical education program, our school has utilized funds to hire a full-time physical education teacher who provides physical education curriculum to all children in kindergarten to grade 5. Program development includes: gross and fine motor skill development, hand-eye coordination skills, teamwork and sportsmanship. The fine arts program is funded through the school's Parent-Teacher Organization. Programs include: Artists in the School and Supplemental Fine Art Instruction in Art Media, Movement, and Music.

Science: Our teachers worked with the district specialist to align and map our science curriculum with the Hawaii Content and Performance Standards and national standards. Students engage in project-based and inquiry-based learning. They incorporate the scientific method to formulate hypotheses, conduct experiments, collect data, and interpret the data to form conclusions. Science concepts are integrated with the language arts areas of reading, writing, and oral communication.

Social Studies: Students conduct research-based social studies projects that incorporate math, science and language arts content standards. In addition, students utilize the Internet as well as traditional sources of information to complete assignments that reflect on our state's General Learner Outcomes as well as our school mission. The focus of instruction is current social issues that are related to their lives and their world.

World Languages: Kindergarteners–5th graders learn the Hawaiian language and culture at our school. After school programs offer interested students additional language acquisition in Japanese. World Language standards are used as instructional guides to develop activity-based lessons and units. Professional development is provided by the state World Language Specialist to our instructors.

Educational Technology: Our tech program incorporates educational tech standards into the development of lessons and units that will engage student interest as well as address multiple content areas, skills and the General Learner Outcomes. Technology is incorporated into all content areas to enhance and promote learning skills.

Ali'iolani Elementary School's Reading Curriculum:

Reading Curriculum: The title of the reading curriculum that we use at Ali'iolani Elementary School is entitled, Macmillan/McGraw-Hill Reading. It is a balance, scientifically researched-based comprehensive reading and language arts program. The program was developed to provide all the support and materials that we need to reach every student. Students achieve success through a unique instructional design; systematic and explicit instruction; leveled books and practice materials; exposure to fiction and nonfiction texts; and varied assessment options. At Ali'iolani Elementary School we further align this reading curriculum to the Hawaii Content and Performance Standards in Language Arts. Whereby, creating a reading curriculum that uses research-based effective instructional strategies as a foundation for concept and content integration. Reading components are not taught as single subjects, but integrated through strategies that build on active prior knowledge, promote thinking, and are applicable to current and/or past life experiences. Teachers model the use of these strategies to read literature and text across content areas.   Our intent is to provide students with the ability to generalize reading comprehension strategies that will increase their understanding of the main ideas, cause and effect, comprehension, prediction/validation, closure and inferential and divergent thinking skills. A variety of visual aids and organizers are presented to enable students to visually comprehend the strategies. All teachers teach reading in a self-contained classroom that has a rich language arts program, rich literature and supplementary learning materials. Technology is incorporated utilizing software programs that enhance reading and writing instruction as well as research skills. Strategies used in the classroom include, but are not limited to: reading aloud, independent reading, library visits, classroom libraries, and promotion of thinking skills. The current reading program and materials support and promote our belief in what constitutes an effective and successful reader and meets the diverse needs of our student population at Ali'iolani Elementary. Funding and personnel resources were allocated to support our curriculum improvement efforts. Our teachers utilized articulation time to address reading and writing issues and student needs. They shared student work and collaborated in grade and among grade levels to identify effective strategies and develop clear performance indicators and rubrics, and refine their curriculum maps.

Other Curriculum Area that Addresses School's Mission:

Math Curriculum: Ali'iolani Elementary School reexamined our Math curriculum and aligned it with our Hawaii Content and Performance Standards as well as National Math Standards in the Fall of the 2002 school year. The teachers worked in mixed grade level groups to review and refine the content based on the essential and desired Math standards established by the Department of Education in the State of Hawaii. Content was strengthened and inappropriate content removed from the curriculum. Information and revisions were shared with all students to enable them to experience continuity in content and methodology in regards to meeting their learning needs. Standards-based math lessons were developed by teachers to address common expectations for quality student work by school teams and implemented through interdisciplinary lessons, units and activities in a variety of content areas. This practice promotes our school's mission of being a place where the entire school community works together to provide everyone the opportunity to develop physically, socially and intellectually. The program that emerged at Ali'iolani Elementary School facilitates students' ability to understand, analyze, and solve problems. Assessment data indicate that the children at our school need to be able to comprehend and transfer knowledge of math concepts. The math program helps students to acquire skills

through lessons that present real world application of math concepts and further offers many manipulatives and tools for student use to promote understanding. Students are asked to compute problems, write about solutions, and discuss mathematic understandings. Math is integrated into language arts skills.

The development of a quality school curriculum and instruction is never an isolated endeavor; curriculum and instruction at Ali'iolani Elementary School is a total school-community effort. The foundation or the core for the development of the school's curriculum and instruction is based on the statewide implementation of Hawaii Department of Education, Hawaii Content and Performance Standards (HCPS) and the General Learning Outcomes (GLOs). Guiding us through the development of our programs, we utilize the descriptors *Quality Curriculum, Quality Instruction,* and *Quality Assessment and Evaluation* for standards-based learning:

Quality Curriculum	Quality Instruction	Quality Assessment and Evaluation
• Curriculum based on the HCPS. • Curriculum is relevant, challenging and meaningful.	• Meets the diverse needs and learning styles of students • Engages students in inquiry and problem solving.	• State and classroom assessments are based on the HCPS. • Performance-based or criterion-based assessments. • Assessment data used to improve curriculum and instruction.

These descriptors become the measurable outcomes for our curriculum and instruction design. To this effort we set common expectations for all role groups, which are the same for all but customized or adjusted for the talents and knowledge of that role group. Basic Expectations are:
- We are committed to students and their learning.
- We know the subjects we teach and how to teach those subjects.
- We are responsible for managing and monitoring student learning.
- We think systematically about our practices and learn from experiences.
- We are members of learning communities.

These expectations become the focus of discussions, decisions, school operations, and support we provide at Ali'iolani Elementary School to promote student achievement and influence implementation of our school building and grounds: discipline policy, grading policy, school master schedule, and school allocations. On-going programs that support the development of the curriculum and instructional design include:
- Curriculum alignment and mapping
- Learning about assessment and how to develop effective assessments
- Team planning and articulation
- Learning support
- Effective teaching

Ali'iolani Elementary school's Professional Development Program:

The on-going programs that support the designing of the curriculum and instruction at Ali'iolani Elementary School result in professional development for our school community role groups. The content of our professional development is aligned with our Standards Implementation Design Action Plan goals and expectations. Our school places a priority on the professional development of school community role groups. We believe that knowledgeable teachers, parents and administrators are essential

to lifelong student learning and achievement. Therefore, our professional development plan focuses on these three major role groups (Teachers, Administration and Parents) that have a direct impact on students learning. Professional development focuses on four major areas: 1. Quality instruction 2. Quality curriculum 3. The Hawaii Content and Performance Standards 4. Quality assessment and evaluation. All four of these areas directly impact student learning and achievement. Professional development days have been and will be used in the following ways:

Administration	Teachers	Parents
- Leading School Improvement - Curriculum Mapping - Leading Assessment	- Standards- Based Teaching - Assessment - Curriculum Mapping	- Helping children in Reading and Math - How Children Learn

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading_____ Grade: 3_____

 Test; Hawaii State Assessment_____

Edition/Publication Year; 1st/2001

Publisher: Hawaii Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	98	94	95		
% At or Above Meets Proficiency	76	47	45		
% At or Above Exceeds Proficiency	0	3	2		
Number of students tested	50	32	53		
Percent of total students tested	98	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian/Pacific Islander (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	97	92	97		
% At or Above Meets Proficiency	75	48	41		
% At or Above Exceeds Proficiency	0	0	0		
Number of students tested	40	23	34		
2. Economically Disadvantaged (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	96	94	85		
% At or Above Meets Proficiency	80	47	25		
% At or Above Exceeds Proficiency	0	0	0		
Number of students tested	25	15	20		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	92	90	91		
% At or Above Meets Proficiency	48	43	43		
% At or Above Exceeds Proficiency	3	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997 during school year 1999-2000 for the Large-scale assessment. The SAT9 is not a criterion-reference test and we cannot psychometrically compare the SAT9 to the current Standard-based Hawaii State Assessment.
** There was a statewide teachers strike during the school year 2000-2001, which precluded any administration of the state large-scale assessment to our students.

STATE CRITERION-REFERENCED TESTS

Subject: Math_____ Grade: 3_____

Test; Hawaii State Assessment_____

Edition/Publication Year; 1st/2001

Publisher: Hawaii Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	98	94	93		
% At or Above Meets Proficiency	24	21	18		
% At or Above Exceeds Proficiency	2	0	0		
Number of students tested	50	33	49		
Percent of total students tested	98	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian/Pacific Islander (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	98	91	97		
% At or Above Meets Proficiency	28	23	17		
% At or Above Exceeds Proficiency	3	0	0		
Number of students tested	40	22	35		
2. Economically Disadvantaged (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	96	93	90		
% At or Above Meets Proficiency	12	14	5		
% At or Above Exceeds Proficiency	0	0	0		
Number of students tested	25	15	21		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	82	81	78		
% At or Above Meets Proficiency	27	24	20		
% At or Above Exceeds Proficiency	4	2	2		

* The State used the Stanford Achievement Test 9th Edition (1997 during school year 1999-2000 for the Large-scale assessment. The SAT9 is not a criterion-reference test and we cannot psychometrically compare the SAT9 to the current Standard-based Hawaii State Assessment.
** There was a statewide teachers strike during the school year 2000-2001, which precluded any administration of the state large-scale assessment to our students.

STATE CRITERION-REFERENCED TESTS

Subject: Reading_____ Grade: 5_____

 Test; Hawaii State Assessment_____

Edition/Publication Year; 1st/2001

Publisher: Hawaii Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	93	97	90		
% At or Above Meets Proficiency	82	73	66		
% At or Above Exceeds Proficiency	7	3	0		
Number of students tested	49	32	53		
Percent of total students tested	96	100	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian/Pacific Islander (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	98	95	94		
% At or Above Meets Proficiency	75	75	69		
% At or Above Exceeds Proficiency	9	3	0		
Number of students tested	35	29	36		
2. Economically Disadvantaged (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	85	93	89		
% At or Above Meets Proficiency	65	67	59		
% At or Above Exceeds Proficiency	5	0	0		
Number of students tested	20	15	17		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	90	85	88		
% At or Above Meets Proficiency	50	42	42		
% At or Above Exceeds Proficiency	2	1	1		

* The State used the Stanford Achievement Test 9th Edition (1997 during school year 1999-2000 for the Large-scale assessment. The SAT9 is not a criterion-reference test and we cannot psychometrically compare the SAT9 to the current Standard-based Hawaii State Assessment.
** There was a statewide teachers strike during the school year 2000-2001, which precluded any administration of the state large-scale assessment to our students.

STATE CRITERION-REFERENCED TESTS

Subject: Math_____ Grade: 5_____

Test; Hawaii State Assessment_____

Edition/Publication Year; 1st/2001

Publisher: Hawaii Department of Education_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	91	97	87		
% At or Above Meets Proficiency	38	39	24		
% At or Above Exceeds Proficiency	5	5	2		
Number of students tested	57	50	54		
Percent of total students tested	96	100	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian/Pacific Islander (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	91	97	95		
% At or Above Meets Proficiency	40	44	31		
% At or Above Exceeds Proficiency	6	7	3		
Number of students tested	35	30	36		
2. Economically Disadvantaged (specify subgroup)				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	85	93	94		
% At or Above Meets Proficiency	30	27	19		
% At or Above Exceeds Proficiency	5	7	0		
Number of students tested	20	15	16		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or Above Approaches Proficiency	76	76	73		
% At or Above Meets Proficiency	21	20	21		
% At or Above Exceeds Proficiency	2	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997 during school year 1999-2000 for the Large-scale assessment. The SAT9 is not a criterion-reference test and we cannot psychometrically compare the SAT9 to the current Standard-based Hawaii State Assessment.
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